

COMPUTER TESTING USAGE IN TERMS OF HIGHER PROFESSIONAL EDUCATION: PROBLEMS AND SOME SOLUTION METHODS

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Being based on professional training and administrative activity, authors of this article tried to outline and characterize some major problems of introduction and usage of computer testing in terms of higher educational institution in order to obtain an objective valuation of training process quality in a higher education institution.

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According to the National educational doctrine and Russian education modernization program the main objective of Russian educative policy is claimed to be the provision of modern education quality on basis of securing its fundamentality and correspondence to actual and potential personal, social, and state needs. One of the modernization directions is linked to an alteration of control-evaluation activity in order to reach maximum control and evaluation objectivity and increase in their effectiveness in terms of the society informatization. It is explained by the fact that the last decade is characterized by the strengthening of the government role in education management. The present alterations in education area increased the requirements to the control quality in total and to the results control and evaluation in particular. One of the possible knowledge quality indexes is its consistency that is defined by such education principle, as systematicness. The question of education results control and evaluation for obtaining reliable and objective information on the condition and quality of educational achievements is important not only in terms of the education results evaluation, but also for the further prognosis of school children and students' educative-research activity. This problem was and stays in the centre of scientists' attention. Works by Y.K. Babanskiy, V.P. Bepalko, I.Y. Lerner and others cover some most important aspects of education process control organization and implementation. In recent years take place the surveys that allow us to analyse this problem in its relation with modern conditions. It includes a number of doctorate (V.A. Avanesov, N.F. Efremova, V.M. Kanevskiy, M.B. Chelyshkova, N.A. Senognoeva, and others) and candidate (N.M. Khalimova, N.A. Raneyeva, E.N. Lebedeva, S.V. Kozlov, T.A. Ustimenko, N.L. Mayorova, S.S. Volkova, T.S. Veselkova, T.D. Makarova, L.V. Sukhorukova, and others) researches. The requirements to the necessary education results, fixed in standards, are becoming an objective basis for education quality effectiveness criterion development and for the refreshment all knowledge control and evalua-

tion criterion. However, a final broadening of educational institution freedom in the education content formation, future training and upbringing technologies selection put a question of the education area unity on each education level and the equality of documents, discharged by different educational institutions. And here acutely arise the problem of antagonisms solution between the requirements of high quality and competitiveness of higher professional education and insufficient development of objective diagnostic of students' achievements. In governmental higher professional education requirements to the obtained knowledge and skills are formulated. In order to test them test control methods for attestative students' trials are used as the most objective ones. In order to carry out an internet test as an innovative form of students' achievements require the knowledge control standardization. This work must be solved in each separate institution through tutors and administrative apparatus.

Tutors while carrying out a test after studying a definite education subject division (computer, or on paper) must examine the knowledge correspondence to their mark. The meaning of tasks' creation in a test form is affirmed by their universality and the high obtained results' objectivity. We should remark that the latter aspect in understood ambiguously by different tutors.

Founded on their own pedagogic practice, authors outline the following reasons of insufficient effectiveness of a computer testing: low psychological readiness to work with a computer in a limited time regimen; low computer user skills (especially of the human science students).

We also underline that the majority of the students, especially those of younger courses find it easier to work on a studied discipline division on a paper carrier. We think that it is so because paper sheets with printed test form tasks do not cause caution as they are perceived as a usual control work, only in different form. We cannot pass the fact that students who can select their knowledge evaluation method from writing test form or oral form usually prefer the

letter variant. We think that it is related to the fact that they didn't have enough practice for tests not to cause anxiety while being done.

In recent times National accreditation agency set up an internet testing in order to help an institution in the process of creation of specialists' training quality management systems on basis of independent outside evaluation. The solution of overcoming students' psychological unreadiness for an internet testing in different disciplines authors of this work see, first of all, in the creation of personal tests tasks computer bank creation and providing students with the availability of private training in "trying yourself" subject, by solving test from tasks in an unlimited time regimen. We remove the anxiety feeling about the upcoming test by providing students with a preliminary bibliographic list on which a quarter of test tasks were developed. This bibliographic list does not exceed five sources. More often, students are provided with one or two textbooks, and it makes the preparation easier. They can prepare for the test any time they want. Such method decrease psychological unreadiness also because it gives each student a ability to spend as much time as he needs for the task completion. Usage of such method allows us to psychologically prepare students for test form tasks: the stress-stability of the education process subjects is increased and it, no doubt, wind it reflection in the education activity qualitative component; inner motivation for the education activity is increased, besides, the success achievement motivation increase becomes predominant, and that, no doubt, influence the formation of a student value-meaning level. Thus, we consider the education individualization and differentiation principle, but, at the same time we secure the objectivity principle in the education results evaluation.

In our practice of work on the removal of psychological barrier of computer testing, we also use a demonstrative version of FEPO. It gives students additional ability to check their knowledge and readiness for a control knowledge evaluation. Work with demonstrative test version allows students to try a task as many times, as they need, and also allows them not to think about their possible mark that will be registered by a tutor. As practice shows, students who participate in the online-testing for more than one year, do not experience any psychological unreadiness for this kind of work anymore. In our practice these are likely to be students of the fourth and fifth year. We explain it by the systematic work on students' preparation for the test form tasks completion, and also by their practical work with internet-tests within the process of planned knowledge evaluation.

Thus, nowadays, while creating conditions for overcoming students' psychological unreadiness via described methods, we form the test culture that carries valuable meaning today in the context of Russian education modernization. Test culture formation in future will allow us to create adequate attitude towards test form tasks for students and tutors, remove psychological barriers and anxiety feeling while taking such task. For this it is necessary to keep on pedagogue personnel training in this direction and create task banks in test form on the studied disciplines. It is being successfully performed by the authors of this work.

The analysis of factors that prevent the mass practice test usage defined the problem of tests introduction. Among them we can outline a personnel problem: a lack of qualified specialists in the testing area. This side of introduction and education quality control is supposed to be solved by an institution administration.

Participation in the Federal internet testing allows institution administration to define the following aspects: education results' correspondence with the state higher professional education standard requirements in disciplines; tutors' readiness for usage of new information and communication technologies; the effectiveness of pedagogic means and methods, implemented by an institution tutors; students' readiness; material and technical basis condition; factors that decrease education quality.

Professional tutor training, no doubt, has a great significance. Thanks to the completed qualification increase that was approbated within tutor disciplines by tests form tasks, authors achieved relatively high indexes of students' knowledge quality (55-75 %). This work allowed us to prepare and publish a whole number of scientific works in the magazine «Scientific dimensions». Such work goes on considering the principle of scientific content and effectiveness while checking the pedagogue control results. Here scientific content implies the achievement of high pedagogic control effectiveness, and effectiveness considers the problems of control organization with account of time and education level.

For control procedure and results not to cause doubts within the tutors themselves, and also within methodic and authority educational institutions' personnel, we need a control that will be implemented according to the following requirements: control objectivity – its very procedure, results definition, and work evaluation. Those are the main conditions for regular and qualitative students' work motivation; control results obtaining efficiency; coverage of all or a major students' group by a control measure. According to the indexes that were obtained within the testing we can judge on

knowledge assimilability of the standardly-fixed knowledge minimum on a discipline and reveal the real knowledge level.

The internet-testing procedure can become more effective under a close cooperation of an institution with the establishment that organize education quality and monitoring control (testing, accreditation, licensing), and affirm a list of the training programmes and the textbooks that can be used for education and formation of a task bank for the internet testing. As we think, nowadays element of non-correspondence between a subject content and internet-test questions. We also outline, that internet testing question are formulated without correspondence to the testing technology, which makes control procedure more difficult.

Thus, summing up the above, we outline that nowadays within the education modernization an intensive test usage direction goes on not only considering control, but also students' training and development. Revealing students' knowledge level quality is sufficiently objective index of an institution educational process quality. Here the solution of this problem is seen by the authors in the following two directions: by the effort of tutors and by an administrative apparatus organization work. An institution authority must provide the conditions for introduction of testing via providing personnel training. Testing introduction into the pedagogic practice requires a pedagogue basic testing skills training development.

Institution tutors who have the corresponding skills, presence of test tasks banks that were

approved within the studied discipline mastering process, achieve high indexes in checking students' knowledge level quality within a passing control and outside audit in form of annual participation in program «Federal internet-exam in professional education area». We can state that usage of test form tasks in combination with other control means strengthens its regularity, creates possibilities of efficient students' activity correction, reinforces the check-out educative function, activates cognitive activity, and upgrades tutors' labor organization.

The realization of the directions, mentioned above, by joint work of administrative and professor-tutor staff will allow us to more fully and objectively carry out not only the education quality control, but also the work quality of the whole educational institution. Monitoring of information that concern the mastering of necessary knowledge, skills on subject will allow us to find out, how correct and correspondingly to the state educational requirements a department, faculty, institution documentation, and organization methodic provision (work and education plans, educative-methodical discipline complexes, work programmes, etc.) is developed, track down a specialists' qualification level. This aspect is reflected in the quality area policy that is supposed to provide the new formation specialists' qualitative training, those who is able for the permanent knowledge level advancement, and its practical realization in science, production, business for innovative region economy development through the education process integration.